

THE RETENTION OF BLACK AND LATINX TEACHERS IN AN URBAN SCHOOL
CONTEXT

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Abstract

Students of color represent 50.1% of students enrolled in United States public schools, and it is projected that the number of Black and Latinx students will increase over the following 20 years, which will mostly be driven by the increase of Latinx immigrants. Black and Latinx teachers, however, make up only 12% of the teacher population in the United States public school system. Black and Latinx students have more advocates, role models, and opportunities to excel academically when they have teachers who reflect their cultural background and experiences. Black and Latinx teachers can provide a more tacit culturally relevant pedagogy to their students compared to White teachers. In addition, they are four times more likely to leave the field of teaching compared to their White counterparts. In this study, the student investigator examined how supporting eight Black and Latinx first-year teachers in District of Columbia Public Schools with classroom management and self-efficacy support over a 4-month period, can increase Black and Latinx teacher retention. A Likert scale was the tool used to measure the teacher's opinions of staying in the field of teaching for more than 3 years, before and after the intervention period, as well as qualitative narrative data collected from the discussions with the participating teachers.

Keywords: teacher retention, teacher self-efficacy, classroom support, classroom management

Dissertation Advisor: Dr. Eric Mayes

Dedication

This dissertation is dedicated to my village:

To my mother and father, who always encouraged me to follow my passions, challenge myself, and be proud of my identity.

To my fiancé, who loves and supports me unconditionally, and pushes me to be a better person every day.

To all of my family, friends, and colleagues, near and far, who provided me with kindness, love, humor, encouragement, and extra help throughout this journey.

Lastly, to all of children of color who deserve the opportunity to have equitable education experiences.

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Executive Summary

In the United States Public School system, students of color represent over one half of the student population (Pew Research, 2014), whereas according to the National Center for Education Statistics (2012), the teacher population does not reflect that of the student population. Researchers have indicated that there are several contributing factors to the lack of teachers of color in public schools, including historical factors, testing barriers, and graduation rates. The historical factors include the decrease of Black teachers as a result of the *Brown vs. Board of Education* Supreme Court decision (Horsford, 2009). Data have indicated that teachers of color are not passing the teacher certification exams at the same rate as White teachers, screening them out of the career field (Graham, 2013). Furthermore, college graduation rates of teachers of color are not the same as those of White teachers, leaving a smaller selection of qualified teachers of color (Belinda et al., 2007).

In the current needs assessment study, the student investigator focused on two urban school districts—the District of Columbia and New York City—using a qualitative study with interviews. The student investigator interviewed Black and Latinx teachers, as well as other stakeholders, in order to obtain their views on the contributing factors to the lack of Black and Latinx teachers in urban school districts. Based on the results of the qualitative data collection, the consistent factors included: lack of support, lack of career ladder, and low salary.

From the data in the needs assessment study, the student investigator decided to focus on the lack of support theme for the intervention. Using an exploratory design, the intervention study focused on the retention of Black and Latinx teachers in District of Columbia Public Schools (DCPS). In the District of Columbia Public School system, 59% of the teachers are Black, and 91% of the students are minorities (Boser, 2014). The support focused on classroom

management strategies and self-efficacy support. Using stratified sampling to recruit 10 first-year Black and Latinx first-year teachers in DCPS, the student investigator worked over a 4-month period with the eight Black first-year teachers. The participating teachers were initially given a pre-survey for the student investigator to measure the impact of the classroom management and efficacy support. The results of the pre-survey indicated that there were mostly neutral feelings regarding how the teacher participants view the support they receive as Black first-year teachers; however, the majority of the teachers planned on staying in the teaching field for 3 or more years.

Choral responses were a classroom management strategy that the teachers used when the student investigator was giving feedback to support the participating teachers. The student investigator observed the participants four times for 30 minutes each and conducted post-observation conferences with the teachers to provide constructive feedback on their classroom management. A rubric was created by the student investigator to take notes on the observations and to provide the teacher participants with critical feedback.

For the self-efficacy support of the intervention study, the teacher participants responded to weekly journal prompts. In the journal prompts, the teachers could write their thoughts and specific experiences as first-year Black teachers. At the post-observations conferences, the student investigator spoke with the teacher participants about their journal prompts and experiences relating to their social/emotional state as a result of their adjustment to their first-year teaching in an urban school.

During the final post-observation conference, the teacher participants completed the post-observation surveys and discussed final thoughts with the student investigator. The consistent themes from the journal prompts and the informal discussions with the teacher participants

included that first-year Black teachers would benefit from mentors/coaches during their first years of teaching, as well as professional social/emotional support. Teacher participants felt that they can take on the weight of the traumatic experiences that their students face, which can impact whether they reach their goals for their students' success.

The limitations of the study included that the stratified sampling of participants did not include Latinx teachers, and included only one male teacher. The study was an opt-in study for participants; therefore, none of the teachers were required to participate. The lack of the participants and diversity in the participants resulted in limited voices and perspectives.

The student investigator's recommendations as a result of this study include pairing Black and Latinx teachers with mentors and coaches for their first 2 years of teaching. These mentors and coaches should be of similar professional and cultural background to that of the teacher. Their roles would be to give the teachers critical instruction feedback throughout the school year. Another recommendation includes providing the teachers with professional social/emotional support throughout the school year. This support would provide Black and Latinx teachers with the specific support to increase retention throughout their tenure in the classroom.

Chapter 1: Introduction of the Problem of Practice

Currently, students of color represent 50.3% of the United States public school population, while White students represent 49.7% of the United States public school population (Pew Research, 2014). According to the National Center for Education Statistics (2012), only 12% percent of the teacher workforce in United States public schools is comprised of Black and Latinx teachers. In urban public schools, 70% of the student study body is Black and Latinx (Council of the Great City Schools, 2015). The lack of Black and Latinx teachers in urban schools is an important issue to research because Black and Latinx students demonstrate greater academic success and higher levels of self-efficacy when their teachers reflect their cultural backgrounds and share parallel experiences (Ruscitti, 2012). Historically, the drivers behind the lack of Black and Latinx teachers in urban schools have included state certification barriers that many Black and Latinx perspective teachers face (Philips, 1998), the low numbers of Black and Latinx college graduates (Lang, 2006), and the result of racial integration in public schools, leaving many Black teachers without teaching jobs because Black and Latinx teachers were not allowed to teach in integrated schools (Milner & Howard, 2004).

In the District of Columbia Public School system, 59% of the teachers are Black, and 91% of the students are students of color (Boser, 2014). As a result of mayoral control of the school district in 2007, a chancellor of District of Columbia Pubic Schools was instated who terminated a large number of school leaders and teachers who were Black. In New York City Public Schools (NYCPS), 33% of the teachers are and 69% of the students are. Specifically, NYCPS has a Latinx student population of 40%, while only 14% of the teachers are Latinx (Chowdhury et al., 2013).

Washington, DC and New York City are urban school districts that have adopted different methods of recruiting and retaining teachers that reflect the student population. Furthermore, Black and Latinx teachers leave the field of teaching at a rate that is four times that of White teachers. Sixty-four percent of teachers reported leaving the field because of job dissatisfaction, compared to 48% of White teachers (Ingersoll & May, 2011).

In some cases, students of color see teaching as a “White” career because they do not see a reflection of themselves as leaders in the classroom setting (Jones & Fuller, 2003). Black and Latinx teachers in urban schools are not only academic instructors to Black and Latinx students, but also mentors and advocates of the students. With Latinx students in particular, Latinx teachers have the opportunities to engage with the families on a more organic level, especially with the language barriers that some Latinx families face in some school systems (Belinda et al., 2007).

Literature

Historical Factors

The historical factors that have led to the lack of Black and Latinx teachers in urban schools date back to the mid-20th century, when public schools first became integrated in the United States. Before the Brown vs. Board of Education Supreme Court decision to integrate schools, the majority of Black students were taught by Black teachers (Horsford, 2009). Horsford reported that Black students learned better from Black teachers because the Black teachers had their best interests at heart; in addition, Black students with Black teachers did not have to face discrimination from teachers or administrators, as they would have in integrated school settings.

During segregation, Black teachers would work overtime to teach their students, considered their students to be intelligent, and were committed to their success (Milner, 2006).

This was at a time when Black students were not expected to succeed (Milner, 2006). The Black teachers saw their jobs as taking place beyond their classroom. Pang and Gibson (2001) stated that Black teachers were more than just role models—they had family histories, values, and shared experiences with their students, which are attributes not found in textbooks. The teachers could teach the students how to understand the world and empower them to change it. The teachers could also teach their students lessons based on their shared racial and cultural experiences, which White teachers could not teach them (Pang & Gibson, 2001).

As a result of school integration, Black teachers were displaced; as a result, Black student achievement suffered. Black teachers were not hired by White school districts as a result of racism, leaving many Black teachers and administrators out of jobs (Lyons & Chesley, 2004). Since integration, the majority of Black students have not been performing on proficiency levels in math and reading, which Milner and Howard (2004) linked back to the lack of Black teachers in public schools. Lyons and Chesly (2004) supported the idea that Black teachers can use their cultural and historical experiences to teach and act as mentors and surrogate parents for the Black students, while White teachers cannot effectively do so. Black teachers are an integral part of Black schooling, and the achievement results of Black students have been indicative of the impact of the lack of Black teachers (Milner & Howard, 2004). The experiences of Black students were, therefore, more positive before public school integration because of there were more Black teachers in schools serving as advocates for Black students (Horsford, 2009).

Testing Barriers

Testing barriers are another factor that play a role in the lack of Black and Latinx teachers in urban schools (Graham, 2013). Black student scores on standardized tests, particularly the

Standard Achievement Test (SAT) and the American College Testing (ACT), have remained flat for the past 20 years, although there have been significant gains in graduation and degree attainment (Toldson & McGee, 2014). Aspiring teachers must pass certification exams in order to become teachers, and many aspiring teachers of color do not end up passing these exams at the same rate as White aspiring teachers (Gitomer & Qi, 2015). Graham (2013) conducted a study with 52 students from a Historically Black College, finding that over 70% of the students did not feel well prepared to take the certification exams prior to graduation.

It is not only important that the teachers' demographic reflect that of their students, but that the teachers are also highly qualified teachers. Ruscitti (2012) supported the idea that Black and Latinx teachers that were highly qualified positively impacted the achievement and self-efficacy of students of color. Teacher's prior knowledge of the racial achievement gap is important for teachers to know in order to improve and bridge the gap between students of color and White students. Teachers that have more knowledge about Black and Latinx culture may also be more knowledgeable about their students' abilities (Flowers, 2007). The achievement gap, also known as the opportunity gap, refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and minorities, for example, or students from higher-income and lower-income households (Partnership, 2013).

Due to a lack of Black and Latinx teachers, many Black and Latinx students have not been highly supported in public schools throughout the last 20 years (Williams, 2011). Both Black and Latinx students are more than likely to be placed on lower academic tracks compared

to their White peers, according to Williams's data. There have not been Black and Latinx teachers that have been in many urban schools to support these students. As result, they have been marginalized within schools and not treated as academic equals (Horsford, 2009).

Ladson-Billings (1995) mentioned that teachers should have a connection with the community in which they teach in order to foster racial and cultural connections with their students. Black and Latinx teachers can develop culturally relevant pedagogy and use historical knowledge that they themselves can relate to and impart on their students. When teaching these lessons, there is a tacit understanding that the Black and Latinx teachers can have with the Black and Latinx students because of shared cultural experiences. Also, Black children are more likely to be suspended and expelled in elementary and secondary schools, and to be perceived by teachers as more defiant, rule-breaking, or disruptive compared to other ethnic groups of students (Gregory & Mosely, 2004). Gregory and Mosely posited that there is a link between these high rates of suspensions and a lack of academically-oriented role models that reflect student demographics, which is connected to the high disciplinary problems with Black students. In many cases, Black students do not have Black teachers that could advocate for them in the school building; as a result, they receive harsher punishments compared to their White counterparts.

Graduation Rates

Another contributing factor is that college graduation rates are relatively low for Blacks and Latinxs (Belinda et al., 2007), and a college degree is crucial in order to be considered in an application pool of teachers. McGlynn (2001) indicated that there is a significant gap between White bachelor's degree holders and Black and Latinx bachelor's degree holders. As of 2015, Blacks have a 13.7% college graduation rate, Latinxs have 13.5% college graduation rate, and

Whites have a 66.3% college graduation rate (Council of the Great City Schools, 2015). Not only did these findings indicate that that degree attainment is a critical factor, but furthermore, there could be a boost in the economy as a result of more Black and Latinxs attaining bachelor's degrees (McGlynn, 2001).

Recent data have shown that of the 12% of teachers that are Black and Latinx, only two percent are Black males and two percent are Latinx male teachers (National Center for Education Statistics, 2012). Black and Latinx male teachers are influential in classrooms with Black and Latinx male students (Gregory & Mosely, 2004). In the classroom setting, student-teacher interactions are crucial for academic success (Brown, 2008). Brown's findings supported that teachers' performances by the verbal/rhetoric capacity, social interaction with students, and the use of cultural discourse can positively impact students' learning. Black male teachers serving as mentors contribute positively to the education and socialization of Black students (Brown, 2008).

A contributing factor to the lack of Black male teachers in urban schools was the massive layoffs of veteran teachers and their replacements, which were untraditionally trained White teachers (Dixon, 2014). Dixon stated that the firing of Black educators is impacting the quality of education for Black students. In addition, the closings of schools in low-income areas greatly impacts educational opportunities for children of color.

The lack of Latinx male teachers is impacting the education of Latinx children in a different way compared to Black children (Flores, 2011). Latinx teachers understand the lives of Latinx students and can be more culturally competent when teaching students of color (Jones & Fuller, 2003). Regular monitoring of the number of Black and Latinx teachers that leave the field of teaching in certain districts could provide further insight into the changing demographics of

the teaching profession and eventually develop interventions on recruiting and retaining more Black and Latinx teachers in urban Schools (Villegas, Strom, & Lucas, 2012).

As a result of certain programs on college campuses, aspiring teachers may become better prepared and supported, which may impact the teaching profession of Black and Latinx teachers. The Academy of Teacher Excellence seeks to support these goals by preparing teachers for more culturally and linguistically diverse classrooms and recruiting more Latinx teachers to teach in these classrooms (Belinda et al., 2007). The Urban Teacher Project is a campus-based initiative aiming to recruit more Black male teachers to teach in urban schools (Pabon, Kharem, & Anderson, 2011). In some cases, school districts have partnered with universities in order to increase teacher diversity. Central Washington University and Renton School District have a partnership for high school students of color to become introduced to, and possibly spark interest in pursuing a teaching career after college (Schmitz, Nourse, & Ross, 2012).

Statement of the Problem

Horsford (2009) mentioned that Black and Latinx students are more academically successful when being taught by teachers that reflect their cultural background and experiences. Furthermore, the lack of Black and Latinx teachers is negatively impacting student achievement of Black and Latinx students (Horsford, 2009). While some Black and Latinx college students want to become teachers, they face barriers such as standardized certification exams, which they are often not well prepared to pass (Graham, 2013). Students of color achieve at higher rates, have more advocates, and are introduced to more role models that look like them when they are taught by Black and Latinx teachers (Ruscitti, 2012). Less Black and Latinx college graduates are becoming teachers, and the demographic in the field of teaching is constantly changing (Dixon, 2014). In the current needs assessment study, the student investigator explored

contributing factors to the lack of Black and Latinx teachers in urban schools and the reasons to why Black and Latinx teachers are not staying in the classroom for 3 or more years, through interviews. The student investigator identified several contributing factors based on the collected qualitative data.

Chapter 2: Needs Assessment

Context of Study

In this study, the student investigator examined contributing factors regarding the lack of Black and Latinx teachers in urban schools, as well as the factors that contribute to retention of said teachers. The investigator interviewed teachers, principals in urban schools, and college professors in Washington, DC and New York, NY. The investigator captured these participants' attitudes, perspectives, and views were captured through interviews. The participants were asked open- and close-ended questions about the contributing factors to the lack of Black and Latinx teachers in urban schools.

When identifying the variables that will be studied, the student investigator defined the terms *Black* and *Latinx* as such:

1. Black American: An American of African and especially Black African descent;
2. Latinx: Coming from an area where Spanish is spoken especially Latin America; often referred to as Latino/Latina, Latinx is not gender specific (Definition for New Race and Ethnicity Categories, 1997).

Both Washington, DC and New York City school districts use the terms Black and Latinx when identifying teachers and students.

Purpose of Study

The purposes of this need assessment study were to (a) understand why there is a lack of Black and Latinx teachers in urban schools from various perspectives; (b) examine how Black and Latinx teachers influence academic achievement of Black and Latinx students; and (c) gain insight into how more Black and Latinx teachers could be retained in the teacher workforce for longer than 3 years.

Research Questions

1. Why is there a lack of Black and Latinx teachers in urban schools?
2. What are the academic advantages of Black and Latinx students being exposed to Black and Latinx teachers through their K-12 education?
3. What are the contributing factors to the teacher retention between Black and Latinx teachers and White teachers?

Methodology

Participants

The student investigator chose the 10 Black and Latinx teachers in Washington, DC and New York City for this study because they have experience with teaching students that reflect them and have advocated for their students in many cases within their district. Some have shared experiences with their students and their families, and they shared those thoughts in the interviews with the current student investigator. Two Black principals in Washington, DC and New York City were chosen because principals have a strong input on the hiring process of teachers. Their experiences of hiring and recruiting teachers provided insight to the lack of Black and Latinx teachers in many urban schools.

The Black professors at the colleges of education were interviewed because they have an insight to education research related to the problem of practice. Two professors were from Howard University, and two professors were from the George Washington University. Those two universities were chosen because Howard University is a Historically Black University and George Washington University is a predominately White university. The professors of both schools have different experiences working with different demographics of students. They had all conducted significant research on the achievement gap, which allowed them to provide insight to the barriers that contribute to the lack of Black and Latinx teachers in urban schools.

The participants were chosen through a network of teachers from working in Washington, DC Public Schools and colleagues and classmates referred the other educators from New York City, using the snowball form of sampling. Even though they shared similar races/ethnicities, the participants did not share the same teaching experiences with race in urban schools.

The student and teacher demographics of Washington, DC and New York City illustrated how the teacher demographic is reflected in the student demographic. Both are urban school districts that have a high percentage of both Black and Latinx students; however, Washington, DC has a more reflective teacher demographic than that of New York City (Boser, 2014). It is important to consider, however, that Washington, DC has a significantly smaller population than New York City, and Washington, DC has an increasingly White demographic compared to New York City (United States Census Bureau, 2014).

The interviews with the Black and Latinx teachers, principals, and professors helped the student investigator to explore the concepts associated with the study. These concepts included the importance of Black and Latinx students having more teachers that reflect them in urban schools, the academic advantages that Black and Latinx students have when they have Black and Latinx teachers, the reasons many Black and Latinx college graduates do not choose to pursue a career in teaching, and how to retain Black and Latinx teachers in the career of teaching for 3 or more years.

Procedure

Qualitative Data Collection

The student investigator interviewed the participants that were living in Washington, DC in person and interviewed the participants that lived in New York City over the phone. Before the interview, the participants were sent the consent forms to sign (see Appendix A). Both in-person and phone interviews were recorded for accuracy. Each interview took approximately 45 minutes to 1 hour to complete.

Data Analysis

The instruments found in Appendix A and Appendix B were used in the needs assessment data collection. Appendix A is the consent form that the student investigator used in order for participants to understand and agree with the process and procedure of the interviews. Appendix B includes the questions that the student investigator drafted to ask the participants in the interview. The questions included data so the participants could have context to the questions that were asked. With some of the questions, the student investigator asked follow-up questions in order for some participants to build on their answers and provide further context for the data collection.

Data Management Plan

After the answers to the questions were recorded, their answers were inputted into the *Dedoose* database. From there, the student investigator coded the answers according to what was said most frequently amongst the participants.

Data Analysis

The student investigator used descriptive data to analyze certain consistencies within the interviews. The data were stored on the *Dedoose* Mixed Methods data system. With *Dedoose*, codes were created from consistent points throughout the transcripts, and those codes were

linked to certain excerpts from the participants' interviews that reoccurred throughout all of the interviews (Stuckey, 2015).

The first category of questions that the student investigator addressed in the interviews was teacher recruitment. In the interviews, the participants cited the following reasons why there is a lack of Black and Latinx teachers in urban schools: teacher pay, the attitude towards the teaching profession, negative school experiences, and certification exams. When asked how student achievement relates to exposure of Black and Latinx teachers, the most mentioned reasons were: Black and Latinx teachers are advocates for their students, they give their students confidence and self-efficacy, and they give more cultural appropriation and responsiveness within their teaching. Black students are also more likely to be identified as gifted when taught by a Black teacher (Grissom and Redding, 2016). When asked about why Black and Latinx teachers leave the field of teaching at a higher rate than White teachers, the participants mentioned mostly that there is a strict bureaucracy within school districts, meaning that teachers cannot make the changes they would like to see, and there is a lack of a career ladder in teaching. After coding the consistent answers to these questions, *Dedoose* showed the percentage of whether a teacher, principal, or professor mentioned certain codes in the categories.

Needs Assessment Findings

The participants answered the following research questions. The following were the most consistent answers to the following questions. In response to the first research question, "Why is there a lack of Black and Latinx teachers in urban schools?" the following were the most frequently noted responses:

1. Teacher Pay

- a. Teacher 1 (Personal Communication, April 10, 2015): “Many Black and Latinx college graduates are first generation college students and are expected to take care of the family financially. That is unreasonable on a teacher’s salary.”
 - b. Professor 1 (Personal Communication, April 6, 2015) stated, “Teaching is not seen as a competitive profession and...students are looking for lucrative careers.”
 - c. Teacher 2 (Personal Communication, April 11, 2015) stated, “Immigrant parents want their children to make money...”
2. Negative experiences in their elementary and secondary schooling
 - a. Principal 1 (Personal Communication, April 14, 2015) stated, “Institutions have been set up to fail Black and Brown students ...Black and Latinx teachers realize this and get frustrated by the bureaucracy that is broken.”
3. Attitudes towards teaching
 - a. Teacher 3 (Personal Communication, April 13, 2015) stated, “Being a teacher is not a part of the ‘American Dream.’
4. Certification exam barriers
 - a. Professor 2 (Personal Communication, April 6, 2015) stated, “There is an inherent bias in standardized testing...students come to the universities with a knowledge and skill gap acting as a barrier for passing teaching certification exams.”

In response to the second research question, “What are the academic advantages of Black and Latinx students being exposed to Black and Latinx teachers through their K-12 education?” the following were the most frequently noted responses:

- a. Teacher 4 (Personal communication, April 8, 2015) stated “Black and Latinx teachers have the power to influence communities and witness discrepancies and

shortfalls of education...the teachers remind students of the barriers they will face because of their race and culture.”

- b. Principal 2 (Personal communication, April 7, 2015) stated “Sharing physical features breaks down barriers and brings about more conversation about racism and discrimination.”
2. Instilling self-confidence and self-efficacy in the students
- a. Teacher 5 (Personal Communication, April 18, 2015) stated, “I allow students to be themselves...it is counterculture for some students to be Black and be smart in some students’ backgrounds.”
3. Black and Latinx teachers can provide more cultural appropriate and responsive lessons
- a. Teacher 6 (Personal Communication, April 23, 2015) stated, “I make an effort to discuss more Latinx leaders.”
 - b. Teacher 7 (Personal Communication, April 23, 2015) stated, “I can develop students into critically conscious individuals that impact their community.”
 - c. Professor 3 (Personal Communication, April 20, 2105) stated, “... Black and Latinx teachers come with a real world approach to the students they are teaching...addressing their needs will impact the achievement gap...”

In response to the third research question, “What are the contributing factors to the teacher retention between Black and Latinx teachers and White teachers?” the following were the most frequently noted responses:

- 1. The bureaucracy within school districts

- a. Teacher 2 (Personal Communication, April 11, 2015) stated, “school districts do not use instructional models that reflect the linguistic or cultural needs of the students...teachers should have more power in the curriculum.”
 - b. Teacher 3 (Personal Communication, April 13, 2015) stated, “More districts should be experimenting with school governance...”
2. The lack of career ladders for teachers
- a. Teacher 2 (Personal Communication, April 11, 2015) stated, “It would be easier to recruit Black and Latinx teachers to urban areas if there was better pay and clear career ladder.”
 - b. Principal 1 (Personal Communication, April 6, 2015) stated, “Black and Latinx education leaders are not seen throughout the education ecosystem...teachers do not have advocates.”

Discussion

The existing data from Washington, DC Public Schools and New York City Public Schools showed that the number of students of color outweighed that of White students. When reviewing and analyzing the answers from the interviews, the consistencies of answers were broken down into three categories: contributing factors to the lack of Black and Latinx teachers in urban schools, how having Black and Latinx teachers impacts the academic achievement of Black and Latinx students, and the contributing reasons to why Black and Latinx teachers leave teaching at a higher rate.

From the analysis of the findings, teacher pay weighs heavy on the fact that there is a lack of Black and Latinx teachers in urban schools. All of the participants mentioned that they have had a greater academic impact on students that reflected their racial/cultural background. The

data also shows that with more career ladders in teaching, there could be better retention of Black and Latinx teachers in urban schools. The teachers also mentioned there is a lack of support from school administrator, which contributes to the retention of Black and Latinx teachers. According to the interviews with participants, new teachers do not receive quality coaching in urban schools, which impacts their classroom management skills and their self-efficacy.

These findings are significant because previous researchers have sought to identify the drivers behind the lack of Black and Latinx teachers in urban schools. Some of the participants touched on the topics of teachers being advocates for students that looked like them and having more self-efficacy when being taught by a teacher that reflected them. Ideas such as many Black and Latinx teachers being first-generation college students, the teaching profession not being lucrative, as well as the teaching profession not having a career ladder have not been examined in any of the previous works of literature. One teacher mentioned that many Black and Latinx teachers do not pursue teaching careers because of the negative experiences they received in grade school.

Future Research

The student investigator performed several interviews with teachers from urban charter schools. There was only one teacher from a public charter school in the teacher interviews. The teaching experiences of these participants could possibly be different since they are all each autonomous. The demographics of charter schools are similar to that of traditional public schools in Washington, DC and New York City; however, they are autonomous schools that usually have different academic focuses. Charter schools often have smaller classes and no union to protect teachers; therefore, in many cases, their contracts are up for renewal each year.

Constraints and Implications

It was difficult to follow-up with the participants as far as scheduling times for interviews, which limited the amount of interviews that took place. Teachers, professors and principals have busy schedules, which made it difficult to carve out time for an interview. During the time of interviews, there were standardized testing in public schools, which impacted the free time of the teachers and principals. The findings of the need assessment study led to the planning of the intervention which examined how Black and Latinx teachers could be better retained in urban schools.

Chapter 3: Intervention Literature Review

Overview of Literature

The lack of classroom support plays an integral role in the shortage of Black and Latinx teachers in urban schools (Monroe & Obidah, 2004). In the following review of the literature, the student investigator examines the connection between self-efficacy, classroom management and interventions that were put in place to support teachers and increase retention. In the literature review, the student investigator examines how classroom management interventions can improve teacher self-efficacy, as well as how Black and Latinx teachers can use these support mechanisms to improve their retention.

Contextual Foundation

Approximately 17% of new teachers leave the profession within the first 5 years of teaching (Domitrovich et al., 2016). There are many contributing factors to teacher turnover; however, student misbehavior is a major contributor of teacher stress, burnout, and job dissatisfaction. Student misbehavior is a direct result of classroom management (Gray & Taie, 2015). Teacher turnover is considerably high in schools serving low-income, non-White, and low-achieving student populations (Ronfeldt, Lankford, Loeb, & Wyckoff, 2013). Aloe, Amo, and Shanahan (2013) identified teacher burnout as a contributing factor to teacher retention. In the contextual foundation section, the student investigator reviews previous studies in which researchers have examined the role of classroom management and self-efficacy in the retention of Black and Latinx teachers.

There is a significant relationship between classroom-management, self-efficacy, and teacher burnout. Teacher burnout inhibits these professionals' willingness to continue in the field of teaching (Aloe et al., 2013). Aloe et al. suggested that as a result of a multivariate meta-

analysis, there is a “moderate relationship between classroom management, self-efficacy and teacher burnout in three dimensions: emotional exhaustion, depersonalization, and lowered personal accomplishments” (p. 122). The authors suggested that when perspectives about classroom management and self-efficacy increase, teachers’ feelings of emotional exhaustion decrease. This indicates that when teachers are more effective managers, they have fewer feelings of burnout. More effective teachers are more likely to stay in the teacher workforce compared to their less effective peers, particularly in schools that have an underserved student population (Ronfeldt et al., 2013).

Secretary King (2016) mentioned that there is an “invisible tax” on teachers of color, which is a contributing factor that leads to teacher burnout. This “invisible tax” includes instances when Black male teachers are the ones expected to discipline Black male boys, when teachers of color must prepare their students for racism and teach them how to code switch at college tours and outside events, and when teachers of color are seen as experts in all issues and questions related to cultural diversity (King, 2016). This tax takes a toll on teachers’ time; as a result, they may not have the opportunity to develop in other areas, such as classroom management.

It is important to promote well-managed classrooms skills for teachers (Brophy, 1988; Gettinger & Kohler, 2006) however; classroom management is the area where teachers often feel the least prepared when entering the classroom (Melnick & Meister, 2008). When given proper support and preparation for classroom management, Black teachers enact disciplinary styles modeled by their own Black family members. Some of these specific forms of discipline include using familiar humor and displays of emotion, however including stern no-nonsense approaches to discipline (Brokenborough, 2014). Brokenborough (2014) suggests Black teachers forms of

discipline (2014). Brokenborough (2014) suggests Black teachers forms of discipline can also be seen as overly aggressive and at times patriarchal if there is a Black male teacher. Monroe and Obidah (2004) found that Black teachers used culturally familiar forms of humor and displays of emotion to manage students' behavior. Teachers who are not being prepared to manage classrooms effectively are susceptible to burnout and exhaustion; as a result, these teachers may be less likely to stay in the field of teaching for more than 1 or 2 years (Ingersoll & May, 2011).

In a research study conducted by Domitrovich et al. (2016), two groups of teachers were given classroom interventions to measure whether the students' behaviors and the outcomes of the intervention impacted the teachers' self-efficacy. A total of 530 teachers from 27 schools were divided into two groups and were given two intervention strategies each: the PAX Good Behavior Game, a behavior management program, and the Promoting Alternative Thinking Strategies (PATHS) program. The aim of these researchers' study was to determine whether both interventions positively impact teachers' beliefs of self-efficacy, burnout, and social-emotional competence. The findings suggested that interventions that include Social and Emotional Learning (SEL) strategies and programs have great benefits for teachers. The results of this study supported the idea that these strategies impact teacher factors such as self-efficacy and burnout, which are associated with student achievement, as well as teacher job performance and retention (Domitrovich et al., 2016).

To address classroom management skills, the current intervention supported teachers by supplying them with response cards and choral cards. The response cards helped the teachers determine whether their students are following directions in class without any interruption. Response cards are useful because they keep students actively engaged and are a quick and easy way to check understanding and misunderstanding (Randolf, 2007). With choral cards, students

can respond in unison. This maintains their level of engagement, and they are more likely to retain the taught material. (Haydon, Mancil, & Van Loan, 2009; Kretlow, Wood, & Cooke, 2011). The choral cards usually have one correct short answer, and they can be presented in a fast pace manner. Response cards and choral cards are methods to support teachers during their first years of teaching (Sayeski & Brown, 2014). When teachers feel supported in classroom management, from either the administration or outside stakeholders, they are more satisfied with their jobs (Skaalvik & Skaalvik, 2014). These strategies vary depending on the grade level. It is up to the teacher to do formative assessments and measure the students' progress to see whether there is any change as a result of the response cards and choral cards.

Theoretical Foundation

Researchers have indicated that teacher self-efficacy is related to instructional practices and proactive and positive classroom management (Reinke, Stormont, Herman, Wachsmuth, & Newcomer, 2015). Teacher burnout is associated with increased negative interactions of students and teachers and higher levels of disruptive behavior (Kokkinos, 2007). In the following theoretical foundation section, the student investigator examines the relationships between self-efficacy and student success.

Teacher self-efficacy, as it relates to classroom management, is defined as teachers' beliefs in their capabilities to organize and execute the course of action required to maintain classroom order (Brouwers & Tomic, 2000). Sezgin and Erdogan (2015) chronicled research that self-efficacy is considered an important indicator of a successful teaching career. There is a positive relationship between self-efficacy and success (Sezgin & Erdogan, 2015). Self-efficacy is the extent to which individuals believe they can organize and execute actions necessary to bring out their desired outcome (Sezgin & Erdogan, 2015). Sezgin and Erdogan aimed to assess

teacher self-efficacy by using a nine-point scale. These researchers asked survey questions such as “How much can you do to motivate students who show low interest in school work?” and “To what extent can you provide an alternative explanation or example when students are confused?” (Sezgin & Erdogan, 2015, p. 10). Sezgin and Erdogan developed their scale from the perceived characteristics of a successful teacher. The questions that the teachers were asked were used to measure how effective the teachers have been. With the intervention, questions such as these were asked during the survey in order to determine whether the support strategies were helpful throughout the 6-month period.

Milner and Hoy (2003) conducted a qualitative study in which they interviewed Black teachers about self-efficacy and its relation to teacher retention. The teachers cited that self-efficacy was tied to teacher isolation, the burden of invalidating negative stereotypes, the importance of students’ and parents’ perceptions, and the role of successful self-efficacy experiences (Milner & Hoy, 2003). The idea of reflection on experiences in teaching is what is missing most for teachers of color (Milner & Hoy, 2003). One teacher mentioned that Black teachers are often passed over for teaching advanced courses in high schools, which makes them doubt themselves, but being able to reflect on classroom and instructional contributions has been helpful in their self-efficacy growth (Milner & Hoy, 2003).

In another study, Skaalvik and Skaalvik (2014) argued that teacher autonomy is positively associated with teacher satisfaction, thus leading to teacher retention. Skaalvik and Skaalvik hypothesized that “teacher self-efficacy and teacher autonomy will be uniquely and positively related to engagement and job satisfaction” (p. 67). Skaalvik and Skaalvik also hypothesized that “self-efficacy and autonomy would be negatively related to emotional exhaustion since autonomy implies that teachers are not instructed to use teaching methods that

they are not comfortable with which might require extra time for preparation” (p. 69). When teachers are given the right tools to have self-confidence in the classroom, they are more likely to demonstrate better self-efficacy over time.

In the Skaalvik and Skaalvik (2014) study, the researchers measured self-efficacy in six dimensions: instruction, adapting education to individual students' needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with changes and challenges. Job satisfaction was measured by means of a four-item Teacher Job Satisfaction scale, which included the items: “I enjoy working as a teacher,” “I look forward to going to school every day,” “Working as a teacher is extremely rewarding,” and “When I get up in the morning, I look forward to going to work.” The findings suggested that self-efficacy predicts both job satisfaction and engagement, as well as that emotional exhaustion negatively impacts self-efficacy (Skaalvik & Skaalvik, 2014). One way to address teacher self-efficacy is through journaling and reflection on practice.

During the intervention, teachers recorded their thoughts in a weekly journal, responding to a prompt about what area of management and instruction they feel the most and least competent. Journaling enables teachers to explore how they view themselves and reflect on their practice (Bangs & Frost, 2012). Being able to reflect on their experiences and receiving conversational feedback allowed them to enhance their thinking about themselves. Based on the areas of concern identified through the journaling, teachers were provided strategies to address areas of concern to strengthen teachers' self-efficacy. At the beginning and end of the intervention, the teachers completed a survey based on the Teacher Self-Efficacy Scale (Schwarzer, Schmitz, and Daytner (1999). which was based on Bandura’s social cognitive theory (Bandura, 1997), in order to measure the impact of the intervention.

Results of the needs assessment study indicated that many Black and Latinx teachers leave the profession because they feel as if they are not supported. In addition, teachers depart the profession because they view themselves as ineffective teachers. The intervention examined how teachers can be supported in order to increase their self-efficacy, job satisfaction, and retention.

Empirical Foundation

In the empirical foundation section, the student investigator examines how previous studies have examined how classroom management skills can impact student engagement and behavior. The student investigator examined interventions wherein professional development was provided for teachers to help them face classroom management challenges.

In urban schools, there is an unwritten expectation of having strong classroom management skills and not being a pushover (Edmin, 2016). In a study to introduce new teachers to classroom management and engagement techniques, Edmin exposed the new teachers to videos of preachers at Pentecostal Black churches. The teachers gained powerful elements that they could use in the classroom, such as the call-and-response exchanges between the preacher and the congregation, which is necessary for teaching urban youth of color (Edmin, 2016). The preachers were able to keep the congregation engaged and move the crowd skillfully and make inference to contemporary issues.

Edmin (2016) also mentions that teaching has multiple classroom leaders. While the teacher is the expert subject matter, if a student needs to take the classroom discussion to an emotional place, the teacher should celebrate it. Reaching students in this way provides teachers with the opportunity to feel comfortable in the classroom and stay engaged, leading to fewer classroom management issues (Edmin, 2016). Black and Latinx teachers can benefit from

Edmin's (2016) study because Black teachers' culturally relevant pedagogies have been associated with approaches to discipline that reflect insider insights into Black culture and culturally rooted modes of care for Black children (Brockenborough, 2014).

Aloe et al. (2013) noted that when teachers lack classroom management skills, students have a tendency to display lower on-task behavior and performance. As a result, the classroom atmosphere is negatively affected because productive learning is not taking place. Sezgin and Erdogan (2015) provided a professional development opportunity in their intervention study, which included novice teachers observing master teachers particularly teaching Black students. Sezgin and Erdogan revealed that 25 novice teachers participated and one teacher stated that she received "insight on how to cope with students who face challenges that seem hard for me to solve in class" (p. 9). Another teacher stated, "I understand that many of the students' misbehavior has to do with lack of the math and reading skills needed to perform at or above grade level" (p. 10). Misbehavior in the classroom is a result of lack of classroom engagement and management (Gray & Taie, 2015). With consistent observations and feedback, teachers can learn tools to address misbehaviors as a result of misguided classroom management.

Reinke et al. (2015) used *the Brief Classroom Interaction Observations* (BCIO) tool to measure classroom management behaviors of teachers and students (Reinke et al., 2015). The BCIO is a relevant study because it uses ratings to determine how students' behavior can be linked to classroom practices. Rating scales and systematic observation are two methods that are commonly used to measure teacher and student behavior in the classroom. Rating scales rely on student self-reporting, and reporting from teachers and parents. These reporting mechanisms effectively draw conclusions about student behavior and the classroom practices of teachers. Findings indicated that teachers in the intervention demonstrated increases in several classroom

management behaviors in comparison to teachers who did not receive the training. Teachers who reprimanded students at a higher rate and documented higher rates of student disruptive behavior self-reported lower efficacy in classroom management. They also reported higher levels of emotional exhaustion (Reinke et al., 2015). These findings supported the idea that teachers who receive training in classroom management techniques are more likely to be satisfied in their teaching positions and have higher self-efficacy. Caldarella, Williams, Hansen, and Wills (2014) performed an intervention to examine positive support principles including: teaching socially appropriate communication skills, using differentiated reinforcement, eliminating reinforcement for negative behavior, and implementing individual intervention such as help cards. The results indicated that if teachers received more evidence-based interventions, the interventions are more likely to impact student behavior.

Broader Retention

In 2016, three million Americans left their job compared to 2.1 million Americans in 2012. A main contributing factor to the lack of employee retention includes job dissatisfaction. Based on surveys, working conditions such as organizational commitments and employment engagement could be improved to increase job satisfaction. When employers help cultivate employee skills and enhance their career progress, they are more likely to stay in the position long term (Lee, Hom, Eberly, & Li, 2018). There are specific retention supports for employees who identify as men and women of color relating to retention efforts.

Research suggests there are ways to address retention of men and women of color in the workplace. One way includes asking men and women of color about the perspectives, backgrounds, and interests and learning about their unique experiences brings a positive climate to the organizations. Using training programs, one-on-one mentoring with senior leaders, and

networking opportunities, gives men and women of color in the workplace a safe-space to build community and feel as they are an importance piece of the organization. Managers have the opportunity to be held accountable for the retention and advancement of women and men of color in the workplace (Aguirre, 2000).

Benchmarking progress against goals, helps with the problem solving in organizations. Therefore, insuring diverse candidate pool for upward mobility, tracking succession planning results, using surveys and results by demographics within the company's organization, asking employees what they expect and aggregating feedback, are ways to increase diversity and retain men and women of color in the workplace (Aguirre, 2000).

Statement of Proposed Solution

The proposed solution was to provide the Black and Latinx teachers with an intervention that provides them with tools to feel supported and want to stay in teaching beyond 3 years. The objective of the intervention was for the response cards, choral cards, and journal entries to act as support mechanism for the teachers to be supported over the 6-month period in order to increase retention of Black and Latinx teachers in the specific urban schools.

Research Questions

1. How will providing teachers with classroom management and self-efficacy strategies encourage them to want to stay in the teacher workforce for 3 or more years, as measured by the responses to their post survey questions?
2. How will Black and Latinx teachers feel more supported as a result of classroom management tools and self-efficacy strategies?

Conclusion

As a result of the proposed intervention, the teachers should understand how classroom management and self-efficacy are essential components of teacher support. The tools that the teachers were provided with provided teachers with the self-efficacy needed and confidence needed to consider teaching for 3 or more years. Teacher support could come in different forms, but support with classroom management can change the entire classroom dynamic and how much the students achieve in one day. When the teachers are not supported in those areas, teacher burn out and lack of retention becomes an outcome (Bubb & Earley, 2004). Supporting teachers with classroom management techniques and self-efficacy contributes to Black and Latinx teacher retention in urban schools. Partee (2014) proposed that when Black and Latinx teachers feel as though they have been supported and feel successful in their schools, they are more likely to stay at their school. Mentorship and career development are strategies which Black and Latinx teachers need in order to increase teacher retention in schools (Partee, 2014). It was the current student investigator's hope that the teachers would feel supported as a result of the intervention and would consider teaching for longer than 2 years at their schools.

Chapter 4: Intervention Procedure and Program Evaluation

Method

In this intervention, the student investigator focused on providing tools and guidance to first-year Black and Latinx teachers in order for them to stay in the teacher workforce for 3 or more years. The intervention included providing 10 Black and Latinx first-year teachers with classroom management and self-efficacy tools over a 4-month period in Washington, DC. These teachers were either not planning on staying in the teacher workforce for over 3 years, or they were undecided about how long they will be in the teacher workforce.

Teacher support involves providing strategies to teachers that guide their practice (DeAngelis, 2012). The classroom management strategies included supporting teachers with choral and response card methods to incorporate in their lessons to help with classroom management. There were four-scheduled classroom observations, as well as post-conference observation discussions. During the post-conference observations, teachers were provided feedback from their observations and answered questions which helped to measure the on-going evaluation of whether the classroom management techniques—choral and response cards—were supporting them throughout their first of year teaching. The teachers also completed biweekly journals, wherein they recorded their classroom experiences and challenges based on prompted questions.

The short-term outcomes of the intervention would include teachers using the classroom management tools and journal entries and improving their classroom management instruction and self-efficacy. The student investigator evaluated this outcome by observing the teachers four times over the course of intervention as an ongoing evaluation. The medium-term outcomes of

the intervention included teachers expressing whether and how they feel supported by the classroom management and self-efficacy they received over the 4-month period. At the end of the intervention, the teachers participated in a Likert type survey; the student investigator used the data collected from the surveys in order to determine whether the intervention tools were supportive enough for them stay in the field of teaching for 3 or more years. The long-term outcome of the intervention would be the teachers deciding to stay in the field of teaching based on the support they received throughout the intervention. The student investigator measured this outcome through questions on the post-intervention survey.

Self-Efficacy Measures

Self-efficacy is built up and based around four major principals: mastery experiences, physiological and emotional arousal, social persuasion, and vicarious experiences (Bandura, 1997). Mastery experiences, pertain to direct personal experiences. Mastery experiences are considered the most powerful source of efficacy information. Successful mastery experiences by an individual raise efficacy and mastery experiences of failure lower efficacy. As an individual performs a skill or task, feelings of nervousness and concern can lower efficacy while feelings of excitement can raise efficacy. Social persuasion does not independently increase self-efficacy but works as a boost towards efforts that will increase self-efficacy. Teacher self-efficacy beliefs relate to the structure of curriculum and forming student perceptions of their ability to learn (Bandura, 1997). Teachers with a high sense of teacher self-efficacy believe that their efforts in the classroom will leave a lasting impact on the student, no matter their background.

In the intervention, the student investigator expects the majority of the participating teachers will have a mastery experience of self-efficacy. First-year teachers usually do not have a strong sense of self-efficacy and confidence; therefore, as a result of the extra support from the

intervention, the teachers will feel as if they grew as instructors and had an impact on their students.

The participating teachers in the study identify as novice teachers. Novice teachers are restricted in the number of mastery experiences due to the lack of time spent in the classroom. Novice teachers who leave the profession are less efficacious than teachers who remain. Although novice teachers may generally have lower teacher self-efficacy, student teachers may enter the profession with an enlarged level of teacher self-efficacy due to the mastery experiences and other obtained sources during student teaching (Knobloch, 2006). As a result of the intervention, the student investigator aims to move the teachers from novice teachers to owning mastery experiences.

Participant Selection and Selection Procedure

The sampling technique that the student investigator used is stratified sampling. The teachers were recruited by recommendation from DC Public School Central Office Staff. There were 10 Black and Latinx first-year teachers included in the intervention in the DC Public School system. A sample of 8 teachers opted in the study. With 8 teachers, there was a small enough sample for the student investigator to provide each teacher with individual attention throughout the intervention. Throughout the intervention, the investigator collected data from the observations and biweekly journal entries to measure the accuracy of impact of the intervention. The student investigator collected sufficient qualitative data by the end of the study to measure the impact of the intervention. Data collected included notes from the four observations and post observation conferences, and journal entries, as well as the discussion and pre- and post-surveys

Qualitative studies usually have relatively small sample sizes because more in depth information is being collected. In this intervention, the sample size was 8 teachers because of the

in-depth work that the student investigator conducted with each teacher. Malterud, Siersma, and Guassora (2015) mentioned that sample size depends on the aim of the study, sample specificity, use of established theory, quality of dialogue, and analysis strategy. The current student investigator focused on a small sample of teachers and the group of teachers must have specific qualifications that relate to the study and the desired outcomes. Studies with strong and clear communication with the student investigator and participant require fewer participants for more accurate information (Malterud et al., 2015).

Effect size is strongly associated with quantitative studies compared to qualitative studies. In order to use effect size in a qualitative study, Onwuegbuzie (2003) argued that all themes that emerged from qualitative data could be classified as either *occurring* or *non-occurring*. The themes were quantified by how often they occur in a time frame. In this intervention, the effect size was measured by analyzing how often certain phrases or themes occur after the teachers complete the intervention. To illustrate how the themes were quantified and the impact that the intervention had on the sample size, the student investigator categorized the teachers' answers to the pre and post-surveys based on reoccurring answers. The reoccurring answers from the pre and post surveys are documented in the findings section of the study.

Being that the student investigator works in DC Public Schools Central Office and the teachers work in the schools, there is a sense the student investigator is in a position of power over the teacher. The student investigator made sure their position in Central Office was independent of the intervention study and that the feedback provided by the student investigator would not impact their yearly evaluations in any way. According to Sands, Bourjolly, & Roer-Strier, (2007), some recommendations for cross-cultural qualitative research interviewing included providing transparency, positioning of style and specific questioning, and opening a

space for pain. The student investigator was clear and honest about how the collected data will be used and gave the participants the opportunities to express their concerns and ask questions. Furthermore, the student investigator made sure there was no hierarchical position between the student investigator and the participants by positioning themselves as a vessel which enabled the participants to reveal deeper levels of their experiences. Because the student investigator was a former teacher, she was able to open a space to be empathetic to the participants when they were sharing their honest first-year teacher struggles (Sands, Bourjolly, & Roer-Strier, 2007).

Tools

The tools that the student investigator used include pre- and post-survey questionnaires, as well as biweekly journal prompts and response and choral cards for classroom management. The pre- and post-surveys measured how the teachers' attitudes changed or did not change as a result of the classroom management techniques and the self-efficacy support provided to the teacher. In order to support the research questions to measure the effectiveness of the intervention, the post-survey results indicated whether the Black and Latinx teachers in the study would want to consider staying in teaching for longer than 3 years. The pre- and post-surveys are found in Appendix C.

The choral cards and response cards were used as a tool during the intervention give classroom management support to teachers. These tools allowed the students to stay engaged and on track in the lesson and for teachers to maintain better control of the classroom environment and create a culture in the classroom. Teachers were given critical feedback on their classroom management techniques. The rubric for the four classroom observations is found in Appendix D. There were also post-conference observations, wherein the teachers and the principal investigator

discussed the teachers' progress in their journals, as well as their experiences of the intervention. The check-in questions are included in Appendix E.

The teachers also completed biweekly journal prompts. During post-observation conferences, the student investigator had the opportunity to discuss their journal entries with the teachers in order to discuss their professional growth. The journal entries allowed the teachers to reflect on their practice and discuss ideas that did and did not go as planned for the week. By discussing their strengths and grows throughout the school year, they were able to build self-efficacy in their teaching over the intervention period and view the teacher career as one where they can continue to grow in over several years. The journal prompts are outlined in Appendix F.

Intervention Methodology

At the first initial meeting with the teachers, they received a pre-intervention survey, which asked questions about their feelings toward teacher retention and support. There were five Likert-type questions in the pre-survey, covering preparation, classroom struggles, and views on commitment to teaching. The teachers participating in the intervention were all first-year teachers. The pre-survey questions provided the investigator with pertinent data (Wholey, Hatry, & Newcomer, 2015). The current study was qualitative; however, the pre and post surveys were used in addition to data collected from conferences from the teachers and journal entries. Likert scale questions. Some of the questions include: *"A contributing factor to the lack of Black and Latinx teacher retention is the lack of instructional support?"* *"I feel confident in going into my first year of teaching"* and *"I am planning on staying in the field of teaching for 3 or more years."* The investigator read and measured these responses against the teachers' responses to the post-survey intervention.

Research Design

The student investigator used an exploratory pre-post qualitative research design. The pre- and post-surveys data allowed the student investigator to determine whether the classroom management techniques and self-efficacy intervention impacts teachers' intentions to stay in the field of teaching for 3 or more years. In addition to the pre- and post-surveys, the student investigator used an exploratory qualitative design. The exploratory qualitative design was used because very few previous scholars have aimed to reach a conclusive outcome related to the topic of classroom support and retention of Black and Latinx teachers. The goals of this design were to produce insights to the new ideas, identify directions for future research, and explore previous research that answers the research questions.

Procedure

During the intervention, the student investigator observed the teachers in their classroom four times over a 4-month period. The reasons behind the observations were to observe the classroom management strategies in practice. During the observations, the investigator used a check-off list that included the specific usage of choral and response cards that were addressed in the initial meetings with the participants. Also, throughout the intervention, the participants responded to the following journal entry prompts: *“What are three struggles that you are having currently in the classroom?”* and *“How do you think you could be better supported by the school administration with your struggles?”* The observations and bi-weekly journal entries were discussed in the post-observation conferences between the participants and the investigator. The observations and conferences allowed the student investigator to obtain routine measurements of the short-term outcomes of the evaluation. The pre-post design is useful for monitoring routine outcome and to provide feedback to the investigator (Rossi, Lipsey, & Freeman, 2004).

With the post-survey questions, the investigator aimed to obtain specific answers in order to prove or disprove the hypothesis (Wholey et al., 2015). Collecting the survey information in-person as a form of an interview was optimal for this qualitative study because if there was a question that needed clarification or expansion, the investigator could easily alter the question to receive the most accurate answer.

Data Collection

Data Analysis

The pre-post design was the best option for this study because collecting survey data would get accurate insight to the teachers' experiences over the 4-month period (Wholey et al., 2015). Comparing the two sets of measurement data produced an estimate of the programs effect (Rossi et al., 2004). Because the pre- and post-intervention surveys contained Likert like questioning; therefore, the teachers would mark in agreeance to their statement (*1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5 strongly agree*). The barrier with the Likert type scale was that the participants marking *3-neutral* for all questions, was difficult to measure and gage concrete opinions. In addition to the pre- and post-surveys there were post-observation conferences allowing the student investigator to carefully evaluate the participants' understanding of the classroom management and journal entry feedback. (Wholey et al., 2015). The teachers' discussions, feedback, and quotes allowed the student investigator to determine whether the intervention was supportive enough to retain the teachers in the field of teaching.

The data from the surveys, observations, and post-observations conferences were also collected throughout the intervention. The data collected from the observations, post observation conferences, and journal entries were in narrative form, which are found in the discussion section of Chapter 6. These data provided insight to the intervention process, illustrating how the stages

and process of how the teachers' minds changed or did not change during the intervention process.

Data Management Plan

The data from the pre- and post-surveys, as well as the journal entries, were stored on the *Dedoose* mixed method data system. The answer frequency was measured using the answers from the pre- and post-surveys to determine whether the answers of the teachers have changed after the intervention. The data from the post-observation conferences and journal entries, were coded in *Dedoose*. The other data from the observations and check-ins were stored in folders on Google Drive.

Summary Matrix

Evaluation Question

Does providing teachers with classroom management and self-efficacy strategies increase the teachers' feelings towards teachers to stay in the teacher workforce for 3 or more years?

Categorical Variables

The categorical data in this study includes classroom support techniques used during the intervention: journal entries, and classroom management observation feedback.

Data Gathering Approaches

The data were gathered bi-weekly throughout the 4-month intervention period. The pre-survey question data were stored in *Dedoose* and the data collected from the observations and post-observation conferences were stored in the investigator's Dropbox. At the end of the intervention, the post-survey results were stored in *Dedoose*. The qualitative data from the check-ins and observations were discussed in the findings after the intervention was completed (Stuckey, 2015).

Chapter 5: Findings

Introduction

After an approval process through Johns Hopkins University and District of Columbia Public Schools, participant recruitment began. Starting in February 2018, the student investigator recruited 10 first-year Black and Latinx teachers to support over a 4-month period. The student investigator worked with a first-year teacher preparation program and presented this opportunity to the teachers to opt-in to participate in the study. The participating teachers were considered first-year teachers, however, there was also a host teacher who was more seasons who shared a class with the participating teachers during their first year. The student investigator communicated to the first-year teachers that the support mechanisms were extra supports that they would receive, in addition to their formal coaching in the program. They would not be penalized if they decided not to participate in the study, and it would not take up too much of their time because they were first-year teachers as well as graduate students.

Of the 16 first-year Black teachers present at the time of the time to opt-in the study, eight of teachers opted into the study. Six of the teachers were at different schools, with two participants at the same school. To maintain confidentiality, the teachers' names are not mentioned; instead, they are referred to as "Teacher 1 – 8" in the current study. Six of the schools were elementary schools and two schools were middle schools. Seven of the schools were Title I schools, schools with high percentages of children from low-income families (United States Department of Education, 2015). Within the week, the first-year teachers were giving the pre-survey and observations were scheduled with the teacher participants. To collect the journal entry data, the coach suggested to give out the journal questions as exit questions at

the deliberate practice that was once a week for first-year teacher cohort. The participants of the study included the following:

1. Teacher 1, a Black man, and a Pre-K teacher at a non-Title I school;
2. Teacher 2, a Black woman, and a Pre-K teacher at a Title I school;
3. Teacher 3, a Black woman, and a Kindergarten teacher at a Title I school;
4. Teacher 4, a Black woman, and a Kindergarten teacher at a Title I school;
5. Teacher 5, a Black woman, and a middle school autism support classroom teacher;
6. Teacher 6, a Black woman, and a Pre-K teacher at a Title I school;
7. Teacher 7, a Black woman, and a Pre-K teacher at a Title 1 school;
8. Teacher 8, a Black woman, and a Kindergarten teacher at a Title I school.

Alternative and Traditional Pathways to Teaching

The participating teachers in the intervention study were in an alternative teaching certification program compared to a traditional teaching program. There are two variations of pathways in to the teacher workforce that could impact teacher effectiveness and retention. The traditional pathway consists of a 4-5 year undergraduate program majoring in a field of education with a university partner with a school district solidifying the graduate have a teaching job upon graduation. The alternative teacher preparation program, such as a Teachers Fellows Program or Teach for America, consists of certain requirements and a candidate pool, for recent graduates whom did not major in education. Alternative teaching programs have a 3-5 year commitment in teaching, whereas the traditional pathway does not have a short-term commitment (Darling-Hammond, Chung, & Frelow, 2002).

Research comparing K-12 teachers the effectiveness on either pathway of teaching are limited and mixed. Furthermore, there policy debates about the most effective ways to recruit,

train, and retain high-quality teachers remain muddled (National Center for Education Evaluation, 2010). A study from the National Center for Education Evaluation (2010) found there was no correlation in student standardized test scores whom had teachers who had traditional preparation or alternative pathways.

Pre and Post Survey Results

The pre-survey was given to the participating first-year teachers in the initial meeting. The objective of the pre-survey was to measure the perspectives of support of first-year teachers and their self-efficacy as first-year teachers. The participants were told not to identify themselves on the pre- and post-surveys in order for the student investigator to receive honest data from the participants. The participants answered the questions using a Likert scale. They circled numbers according their levels of agreement, disagreement, and neutrality (1=*strongly disagree*, 2=*disagree*, 3=*neutral*, 4=*agree*, and 5=*strongly agree*).

During the last post-observation conference with the participants, the student investigator gave the participants a post-survey. The questions (Appendix D) on the survey were slightly different compared the pre-survey questions. The additional questions aimed to measure the impact of the intervention and if the teachers thought the intervention was helpful to their growth. The data from the questions posed in the post-survey revealed how the intervention changed or did not change the views of the participants regarding their classroom management and self-efficacy.

Table 1

Pre-survey Data Table

Questions									Average
A contributing factor to the lack of Black and Latinx teacher retention is the lack of instructional support?	3	2	3	4	5	4	4	3	3.5
As a first-year teacher, I presume to have struggles with classroom management.	3	3	2	4	3	3	3	3	3.125
I feel as if am prepared in classroom management practices.	3	3	3	3	3	3	3	3	3.125
I feel confident in going into my first year of teaching.	3	2	3	3	3	3	3	3	3
I am planning on staying in the field of teaching for three or more years.	3	4	5	5	5	4	4	3	4.125

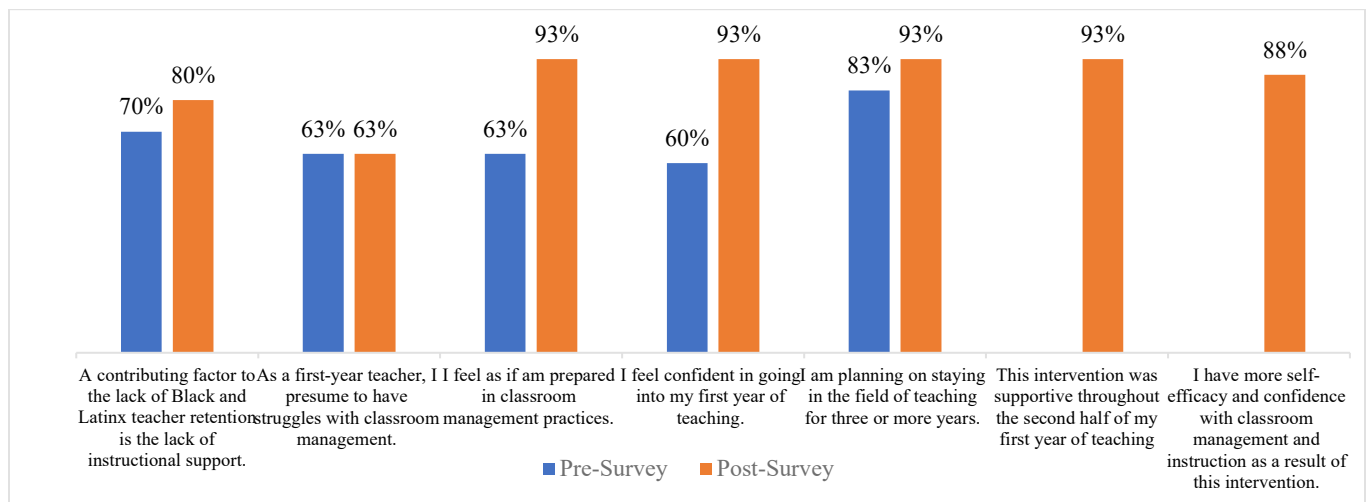
Table 2

Post-survey Data Table

Questions									Average
This intervention was supportive throughout the second half of my first year of teaching.	5	5	5	4	4	5	4	5	4.625
The classroom management techniques were conducive to improving my classroom management skills.	5	4	4	4	5	5	5	5	4.625
Your self-efficacy as a teacher is different as a result of the journal entries and reflections.	5	4	5	5	4	5	5	5	4.75
I have more self-efficacy and confidence with classroom management and instruction as a result of this intervention.	5	4	5	4	4	4	4	5	4.375

Figure 1.1

Pre and Post-Survey Responses



The survey results revealed the strong neutrality that the participants had towards instructional support, classroom management and practices, and self-efficacy. A majority of the participants planned on staying in the classroom for 3 or more years. A majority of the participating teachers agreed that the lack of classroom support was a contributing factor to the lack of Black and Latinx teacher retention. Classroom support being defined as consistent instructional feedback for growth and social-emotional competencies to help first-year teachers avoid burnout. They also agreed to having had classroom struggles as first year teachers. The pre-survey results prepared the student investigator to gage the teacher participants' state of mind during their first year of teaching.

The data table indicates averages on 4.6 and above indicated that the participants thought the intervention was supportive. The feedback the participants received from the student investigator were useful in their growth as instructors. The journal entries were helpful ways for the participants to relieve their stressors and think about their struggles during their first year of

teaching. Teacher 2, Teacher 3, and Teacher 8, were vocal about using all of the feedback they classroom management feedback from the student investigator. The participants all had a strong sense of self-efficacy as a result of the intervention. Teacher 6, who struggled throughout the school year with classroom management, saw herself as a more confident teacher at the end of the school year as a result of implementing some of the feedback from the intervention.

The graph indicates that almost all the participating teachers were in agreement of support of the intervention and extra coaching on classroom management and self-efficacy being an important component of feeling successful as a first-year teacher. Furthermore, all the teachers were in agreement that as a result of the intervention, they had a higher self-efficacy.

Classroom Management Observation Themes

During the observations and post-observations, the student investigator provided feedback to the participants based on the rubric (Appendix E). The student investigator's focus included classroom management strategies including choral responses from the students. The consistent themes of the observations included strong redirection of students, choral responses, and lack of engagement of all students.

Inductive coding process

The student investigator used inductive coding when coding all the data collected from the classroom observations (Liu, 2016). Based on the rubric (Appendix E), notes were taken in each of the categories which included the following: positive classroom environment, usage of choral and response cards, implementing behavior management techniques, and student engagement. The codes derived from the observation data and the *in vivo* codes included the following: classroom redirection, addressing classroom management, success of choral and response cards, and classroom struggles.

Inductive Coding Table 1

Observation Rubric Categories	Observations Data from SI Based on Rubric (Appendix E)
Positive Classroom Environment	<ul style="list-style-type: none"> • Of the eight participants, seven were successful at redirecting student focus during lessons to manage their students' behaviors in the classroom • When students would ask topic off questions, teachers would redirect to students to answer the correct questions • The teachers would let the students have leadership positions in class to keep students engaged and on task • They would also dismiss students one by one back to their seats • The teachers were strong in this skill which they had honed over their first year
Usage of Choral Cards	<ul style="list-style-type: none"> • I looked for the use of choral responses and response cards during my observations • The students would repeat words and sounds together in class when learning a new subject • As a way to check for understanding in some classes, the teachers had the students use boards to write answers on and hold them up all together when learning and spelling new words
Implementing Behavior Management	<ul style="list-style-type: none"> • For some of the classroom management, the feedback I gave the teachers was to implement more choral and response cards when introducing new topics • In all of the classrooms I saw reinforcement of positive behavior techniques and called out students' names to make sure all students were engaged in the lesson • In some cases when observing, it was obvious that there were between 2-4 students that were did not fully

		<p>understand concepts before moving on</p> <ul style="list-style-type: none"> • Also, some of the teachers did not give students enough time to answer questions, my feedback was for them to give students a wait time that was long enough for them to think but not long enough for them to get off task, before answer the question •
Student Engagement		<ul style="list-style-type: none"> • One teachers struggled with classroom management the most compared to the other teachers; • During the observations, a majority of the pre-K students were off task; the feedback that I gave the teacher was to establish routines in class and during lessons and give more meaningful directions during lessons
<i>In Vivo Codes from Observations</i>		
Classroom Redirection	Addressing Classroom Management	<p>Success of Choral and Response Cards</p> <p>Classroom Struggles</p>

Classroom Redirection

Of the eight participants, seven were successful at redirecting student focus during lessons to manage their students' behaviors in the classroom. Teacher 1, with a classroom of pre-kindergarten 3-year-olds (Pre-K 3), made sure all students were in the proper stance and quiet and giving their attention before he started his lessons. As a way to keep students engaged throughout the lesson, he would have them involved in the lesson by calling out their names to redirect their attention. When students would ask questions that were off topic, he would redirect the question. He would also give leadership positions to the students. For example, during the story time lesson, he had students raise their hands to answer questions; after the students answered questions, they would call on other students to answer questions. Also, as students

were transitioning to their stations, Teacher 1 chose a student to dismiss students from the carpet one-by-one to the stations based on their attentiveness and ability to follow directions.

The feedback the student investigator had for Teacher 1 was to manage the classroom more with engaging all students. The observations led the student investigator to believe that the same amount of students (seven out of 10) received the most attention from the teacher because of their more outgoing personalities, compared to the more introverted students or the students who were distracted easily.

Teacher 2 would redirect the focus of the students when students had jitters during the lesson. This would allow students to resume focus on the objective of the lesson. Teacher 2 used check for understanding methods as a way to measure classroom engagement and to take a pulse in order to move on in the lesson. The Pre-K students did a “thumbs up” or “thumbs down” to show their understanding. The feedback that the student investigator provided to Teacher 2 was to consistently communicate behavior expectations throughout the lesson, such as giving positive compliments to students who are following directions and making a positive example out of them.

Teacher 3 would set the pace for redirecting behaviors at the beginning of the lesson. She used a method the clapping in unison and repeating to keep students on task. There were two students who were off task during the lesson of creating words by using different letters of the alphabet; however, Teacher 3 redirected the students when they were unable to focus.

Teacher 4 redirected behavior by calling out students’ names when they were following directions. For example, when students were sitting on the carpet during the lesson, she would say, “Student 1 is quiet, student 2 is sitting nicely, student 3 is raising his hand quietly.” This form of redirecting behavior provided distracted students the chance to hear and observe their

peers following directions, which gave them a chance to be acknowledged by their teacher as well. The feedback the student investigator had for Teacher 4 included walking around the classroom to gauge the engagement of the students and to manage behaviors.

Choral Responses

The student investigator looked for choral responses from students during classroom observations to measure the students were engagement in the lesson. In early elementary school classrooms, this management tool is often used when students are learning new ideas and concepts. Some teacher participants in the study were successful at implementing the choral response method in their lessons. Teacher 4 used the choral response method when teaching a lesson on numbers and counting to Pre-K students. Teacher 3 used choral responses when teaching the Pre-K 3 class word patterns. The students repeated the words and sounds together as a class. She had students walk up to the board one-at-a time to create words from letters and when the student sat down, the class would repeat the word several times together. In an observation with Teacher 7, the student investigator observed a Pre-K lesson on place value. Teacher 7 gave positive reinforcement by having students to complete tasks on the board alone; when the student finished, the class as a whole would repeat “he/she did that!” as a way of choral response encouragement in the culture of the classroom.

Feedback – Addressing Classroom Management

Throughout the 4 months of observing the participants, constructive feedback was given after each of the four 30-minute observations. The feedback was based on supporting classroom management skills of the participants. The participants took the feedback from the post-observation conferences and implemented it in their lessons moving forward.

The student investigator observed Teacher 5 in an autism support classroom with students in grades 6-10. The lesson was with five students, and the objective of the lesson was to use different measurements to measure a car. Teacher 5 had the students answer math questions using whiteboards and holding up their answer which, is a quick way for teachers to check for understandings and misunderstandings of the students. During the lesson, however, she did not have the students respond orally to show the understandings or misunderstandings. There was a lack of verbal communication between the teacher and the student during the lesson. The student investigator gave Teacher 5 feedback such as suggesting the choral responses on certain words and new vocabulary that was used in the lesson. Because these students were older than the other early elementary school students, there was a chance for students to provide individual oral responses, instead of a class of choral responses, to check for understanding.

Teacher 7 received feedback around organizing her lesson for students to stay on tasks. During an observation, students were working on word exercise for spelling and pronunciation of words. The students had whiteboards and response cards to write on that they would hold up to check for understanding. The other exercise included the students completing a word chart. Teacher 7 created the chart for the students to complete during class, which took time away from managing the students. The student investigator suggested to Teacher 7 to use a chart for students to complete before the lesson, so that the teacher would not be taking away from the students and it would not be easy for them to be off task.

Teacher 8 was successful at incorporating choral responses in her lessons. During one of the observations, Teacher 8 was introducing the usage of pronouns to her kindergarten class. Students spelled words with blocks and raised them up to be checked for correctness. The feedback the student investigator gave to Teacher 8 was to give students a certain amount of time

and time them with an alarm when they are using the blocks to spell out words. When there was no allotted time communicated to students, they were supposed to be done by the time the timer went off, increasing the chances of the students being off-task (Gray & Taie, 2015).

Struggles

Of all of the participants, Teacher 6 struggled the most with the classroom management aspect of classroom management in her Pre-K classroom. She was productive at setting the expectations of the lesson at the beginning of her lessons; however, she did not reinforce positive behavior throughout the lesson and students were constantly off task. Teacher 6 also did not give clear direction to what the students were going to be doing in the lesson. The lesson was on the usage of the plus and equal signs in math. Teacher 6 explained the objective of the lesson at the beginning; however, there was no checking for understanding and no repeating answers using the choral response method. It was difficult to identify the students who understood the concepts. The feedback the student investigator gave Teacher 6 was to be clear on the expectations of the student behavior at the beginning of the lesson. A majority of the participants used the term “crisscross apple sauce” to let the students know to sit “Indian style” on the carpet for the lesson. Teacher 6 had the opportunity to give more meaning direction throughout the lesson and use the timer for certain parts of the lesson in order to not spend too much time on parts of the lesson which may lead to not reaching the objective.

Journal Entry Themes

In the journal prompts over the 4-month intervention (referenced in Appendix F), the student investigator collected bi-weekly data about experiences and self-efficacy of the first-year teachers of color. Over the 4 months and 10 journal entries, three consistent themes emerged in

the prompted journal responses: concerns being a first-year teacher, social/emotional support, and having successful teaching careers.

Inductive Codes

The student investigator used inductive coding to code the data collected from the journal entries. The participating teachers completed the bi-weekly journal entries and from all of the prompts from the journal entries, codes derived. The in vivo codes that were build and modified from the data collected included the following: first-year teacher concerns, social and emotional student and teacher support, and similar short-term and long-term goals.

Journal Entry Prompts	Collated Answers
What are your concerns as a first-year teacher?	<ul style="list-style-type: none"> • Making sure I fully understand how to fully implement the data tracker for recording student data • The data tracker will show their strengths and weaknesses and how I can better support them • Being fully present in class • Mixing the key points with the objective • Co-teaching • Gathering materials to accommodate lessons from the class advice • Preparing materials for class to make my lesson effective with support • Co-teaching • Being effective • Covering all necessary material • Time management • Focusing too much on the students' behavior interrupts the flow of the lesson • Classroom management is important but I want to focus this semester on teaching, understanding misconceptions, and executing the lesson effectively • Not being able to effectively meet all the expectations of the program • Making sure I pass this semester with at least 80% on each test • Make sure the children in my pre-K4 class learn their required standards to help them prepare for the next level • Focus in not getting stressed out through this challenging journey

	<ul style="list-style-type: none"> • My concerns beginning the semester balancing context work with classroom work • Scaffolding everything to a 3-4 old level and want results is difficult •
How did you feel after your first teaching experience? Discuss at least one thing that seemed effective.	<ul style="list-style-type: none"> • It felt good • It was rewarding seeing my kids grow and learn • Sticking to the class schedule to anticipate what came next and be ready for all transitions • During my first-year teaching experience I felt overwhelmed because I wanted everything to be perfect • When I taught one thing that seemed effective was my classroom management and grabbing my students' attention using different strategies • I was in disbelief at the lack of knowledge that the children possess • I was also excited that I was able to teach and have such an impression on these children • I believe that showing some compassion, love and care for them was very effective • Proud students understood the topic • They could do the activity on their own I was overwhelmed and running around a lot • I taught math (number sentences) which can be difficult without a lot of support • I felt satisfied with the opportunity to be able to lead and educate • One thing that seemed effective was my ability to maintain classroom management. • I felt very tense and excited about if students got or understood the point • I'm sure hands-on activities made their learning effective • I felt relieved because I got over the teaching "hump" of questioning if I can do it or not • Only thing that seemed effective was practice • Practicing everyday to become a better teacher gives me confidence that I can do it • My first teaching experience was for an after school program for all boys • I taught the preschool group • They were high energy and thought what was I going to do with them • I was effective when I created a daily routine and many activities for them to choose from • I created 6 centers each with its own theme so students were able to choose what they wanted to do and be creative

	<ul style="list-style-type: none"> • Overtime my students knew what to do each day without me telling them •
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What do you think would be the best support mechanism for first-year teachers of color (including classroom support, emotional/mental support, etc.,)	<ul style="list-style-type: none"> • I believe having adequate classroom support (competent teaching aid) support from SEPD team and co-workers would be the best support • Emotional support • A check-in; someone to come and just show that we have a person that will consistently be there as an ear (moral support) • Help with questions that we are unsure of what, how, where, when why to do something (like a mentor how knows the school system) • A mentor how is of color and has experience in the field • That way I can ask them questions that are strictly related by my position • If they have encountered certain situations and how they resolved them • I prefer to ask someone who has walked in my shoes and who can relate • Well, Relay offers a bias/unbiased course, which helps open minds • I would also think that advising team help support teachers throughout difficult times • Emotional/mental support in my experience is the missing piece. This has been a common complaint at my school • Teachers experience so many things in a day and got given the support or tools to help them manage it all inside and outside of the classroom
What are your short term and long-term goals?	<ul style="list-style-type: none"> • Pass praxis pedagogy, apply for teaching certification, completing finals, finishing this semester strong • Getting familiar with SGA tracker • Setting classroom expectations • Building a positive classroom culture • Get through the first year of teaching with more than 70% of students on pre-kindergarten level • Explore more teaching strategies • Stay confident in my teaching choices • Long term is to continuously have students ready for the next grade • Design strategies to accommodate exceptional leaders • Be open to always accept different ways to teach student

	<ul style="list-style-type: none">• Teaching goals are able to write lesson plans more efficient, quicker and with alignment• When and how to address all different types of learning abilities• Short-term goal is to pass my first year from relay successful and learn/absorb as much of the information into instructional practice• Long-term goal is to perfect my craft in a educational fitly and succeed in my job• My short-term goal is to pass the first part of the teacher program• My long-term goals are to find a stable position as a teacher <p>Short term and long-term teaching goals</p> <ul style="list-style-type: none">• My short-term teaching goals is passing all of the Praxis scores and growing with teaching <p>My long-term teaching goals grew with my students; connecting with each student to help their specific need</p> <ul style="list-style-type: none">• My short-term goal is to stay in the classroom• The long term is goal is to explore other opportunities outside of the classroom but still in the education field	
Inductive Categories from Journal Entry Data		
First Year Teacher Concerns	Social-Emotional Support	Short Term and Long Term Goals

First-year Teacher Concerns

Co-teaching and classroom management were two consistent concerns the participants had as first-year teachers of color. Teacher 1, Teacher 3, and Teacher 6 were nervous about teaching with a lead-teacher. They were afraid that there would be friction because of different teaching styles and methods. Of the participants, all but Teacher 6 had positive experiences with their lead teachers. They learned many of the basic classroom management and lesson planning skills from their lead teachers and it was helpful to them to have a more seasoned professional to work with as they transition from their first to second year of teaching and leading their own classrooms.

Teacher 6 difficulties with her co-teacher. She struggled to receive quality feedback from her co-teachers and had to mainly rely of feedback from the coach in the alternative certification program and the student investigator. Of all of the participants, she was the only teacher without a solid job offer at the end of the school year.

Social/Emotional Support

Social-emotional support is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011). The current participants had students that experienced trauma, which can impact how much the student is engaged in the classroom. This can ultimately impact the climate and culture of the classroom if the teacher is not trained to handle situations where students are not prepared to learn when they come to school or in some cases miss school frequently.

First-year teachers are often not given the tools to understand and approach the unique circumstances children have (Teacher 3, 2018). Teacher 3 (2018) mentioned, “If there was someone to show emotional support and to be a listening ear...someone like a mentor, that would help first-year teacher with their development as educators.”

Teacher 7 was not prepared to work with the parents of her Pre-K students. She noticed that the parents of some of her students did not trust her because of her age. Teacher 7 (2018) explained, “Things would be different if I were an older teacher or if I was a White young teacher...parents do not trust me because they see me as their peer and not a professional.” Many times, the parents are failing the students and the school system is blamed for it. It would help if

there were a training for first-year teachers of color to learn how to work with parents together for the success of the students (Teacher 7, 2018).

“The emotional and mental support is a missing piece. This has been a common complaint at my school,” Teacher 8 (2018) mentioned. “Teachers experience so many things throughout during the day and are not given support or tools to help them manage it all inside and outside of the classroom” (Teacher 8, 2018). The investigator determined that for first-year teachers of color, there should be a larger level of emotional support in the form of (a) high levels of staff check-in, (b) acts of appreciation, (c) offering outlets for staff, (d) creating helpful outlets to help teachers stress less, (e) yoga and mindfulness, and (f) training to support certain aspects of teaching (Teacher 8, 2018).

Short-term and Long-term Goals of Teaching

Teachers of color are four times more likely to leave the field teaching compared to their White counterparts. One of the journal entries included a question on short-term and long-term goals for the student investigator to receive feedback regarding the participants’ views of staying in the teaching field for 5 or more years.

The short-term goals of a majority of the participants included passing the Praxis exam and being offered a full-time teaching position in DC Public Schools. Teacher 2 wanted to have 70% of her Pre-K students on grade level, to explore more teaching strategies, and to stay confident in the classroom. “I would like to write lesson plans that are more efficient and with quicker alignment with the standards,” said by Teacher 3. The short-term goals of Teacher 5 were to build positive relationships with her students and motivate the students to learn.

The long-term goals of the participants were more cohesive compared to the short-term goals. The long-term goals included learning to address all learning abilities and perfecting the

craft of teaching. Ultimately, the participants reported that they would like to contribute to bridging the opportunity gap by honing their teaching craft. According to the pre-survey results, a majority of the participants have plans to stay in the classroom for 3 or more years; therefore, many of the responses were aligned to classroom goals. Teacher 8 mentioned exploring options outside of the classroom but remaining in the field of education as a long-term goal.

The journal entry themes guided the post-observation conversations at the post-observation conferences around self-efficacy. From the journal entries, the participants generally saw themselves as effective teachers, but they all had struggles and wanted more support and guidance as they adjusted to the new experience of being a teacher and the specific experiences of being a teacher of color in an urban school district. The participants all mentioned that their students were a large factor in their self-efficacy. The social and academic growth of the students was an indicator to the participants of their growth and self-assurance as educators.

During the last post-observation conference, the student investigator spoke with the participants about any additional thoughts they had about experiences of first-year teachers of color. Some of the participants wished that they had received more training on classroom management specific to young students of color. Teacher 8 (2018) mentioned “many of the students have had trauma related experiences in the past which effect their classroom behavior. Being aware of the students’ home experiences before the school year, would allow for teachers to better understand the students and make behavior rules and consequences accordingly.”

Teacher 6 mentioned that if there was more coaching from other seasoned teachers with similar backgrounds and experiences, the self-efficacy of first-year teachers can increase at a faster pace. Teacher 1 said, “It was rewarding seeing students grow and learn from the beginning

of the school year to the end of the school year. I became more effective and confident in working with young students as a sought more feedback throughout the school year.”

According to Teacher 3, “...kids have a lot of emotional issues and schools should make sure that teachers also have emotional support during their first years of teaching...if I’m not ‘ok’ emotionally then the kids can’t be...when teaching students that have experienced certain traumas, teachers can take on the emotional weight of the students, ultimately impacting their self-efficacy as effective instructors.” It would help if there was a step-by-step guide on how to work at different DC Public Schools. Teachers should be familiar with landscape of the school district and the neighborhoods of where the students live. Students face trauma related issues that are specific and prevalent to the neighborhoods in Washington, DC (Teacher 3, 2018).

Teacher 4 thought that mentoring should be implemented to help first-year teachers of color with their adjustment. “It would be helpful to speak with someone who had my experiences as a first-year teacher [Black and immigrant], and willing to work with me to navigate the struggles I have in the classroom.” Teacher 4 (2018) mentioned in the post-observation conference.

Because there was not much support with classroom management, it was difficult to concentrate on the academic goals that were put in place for the students. Time that was designated for lessons was spent redirecting student behavior, which pushed the students back academically. “Teachers should have more training on how to handle challenging behavior and be given many different strategies...as well as help with lesson planning and social/emotional support not just at the beginning of the school year but throughout the school year” teacher 3 (2018) mentioned. The results of the post-survey led the student investigator to identify recommendations that first-year teachers of color in the DC public schools can benefit from.

Many of the recommendations based on the experiences of the intervention participants could be used for all first-year teachers teaching in urban school districts.

Implications

The data collected from the surveys, journal entries and post-observation conferences, imply that this study matters because it addresses ways to increase retention, draws attention to first-teacher struggles, and highlights the importance of extra feedback.

From the post-conference observation discussions, the participating teachers mentioned that having more coaching and mentorship by other experienced teachers will lead to higher self-efficacy. This will allow for the teachers to find a safe space in another person or multiple people possibly leading to Black and Latinx teacher retention.

This study also draws attention to struggles and challenges faced by first year Black teachers. There has been research around the social-emotional state of first year teachers, and teachers physically and emotionally drained, but not challenges specific to parents and trauma the students faced impacting teachers. The participants spoke to their experiences with students, parents, and administrators and spoke to how mental health was needed for teachers to be effective in their practice.

The participants also highlighted the importance of the extra feedback from the intervention. The teachers mentioned that implementing consistent extra feedback on classroom management techniques allowed for them to become more confident instructors and have a stronger sense of self-efficacy. The participants received feedback from their coaches in their program, but with the extra support focused heavily on self-efficacy from the intervention, the participating teachers were able to grow into their mastery teacher experiences.

Conclusion

The data from the surveys answered the first initial research question: *In what ways does increased use of classroom management and self-efficacy strategies impact Black and Latinx teachers desire to teach in the workforce for three or more years?* The feedback on classroom management was helpful to the teachers' self-efficacy and as a result, the teachers had more confidence at the end of the school year. With more classroom instruction and social-emotional support they are more likely to stay in the teacher workforce.

Data from the journal entries answered the second research question: *To what degree of use of classroom management and self-efficacy strategies improve Black and Latin teachers' feelings of support, as measured by the survey responses and journal entries?* Discussing the journal entries with the teachers allowed them to articulate and be specific about their struggles during their first year (ie., student trauma, parent concerns, host teachers etc.) The extra feedback from the intervention helped teacher reflect on their practice and improve their practice.

Limitations

The limitations to the study included the number of participants in the study, the lack of ethnic and gender diversity of the participants, and the lack of all the voices covered in the study. The limitations of the study impacted the outcome of participant voice in the qualitative including the same amount of male and female identifying teachers, as well as the same amount of Black and Latinx participants. After researching with the DC Public Schools Central Office on the most effective and feasible way to recruit participants, the student investigator was given the suggestion to partner with a first-year teacher program, which consisted of mostly teachers of color. This was limiting because the participants pool consisted of teachers who were in a teacher preparation program. The study findings highlight the experiences of teachers who were in

alternative teacher certification program and who did not take traditional pathways into teaching. When presenting to the group of first-year teachers in the program about the intervention, there were eight teachers that opted into the study. Of the eight teachers that opted in the study, all participants identified as Black racially, and only one of the teachers identified as male, while the rest of the participants identified as female. Because there were no participants who identified as Latinx, the student investigators did not have any data from the specific experiences of Latinx first-year teachers. There was only one perspective from that specific experience of male teachers of color. The student investigator was looking to have data from multiple teachers of color that were male and female and Black and Latinx, with multiple experiences that could contribute to teacher retention. As a result of the demographics being limited in the study, this study can be replicated using only Black women first-year teachers.

The qualitative data collection included the pre- and post-survey, along with four post-observation conferences with the participants. The student investigator spoke with all of the participants about their journal prompts and gave them feedback from the observations. Some of the participants gave details and suggestion on their experiences and how they could be better supported during their first year. Some of the participants gave examples of their mental health experiences and how the student trauma impacted them. Other participants did not go into detail about their experiences and did not experience some of the same emotionally draining experiences compared to their peers. These details limited the data because the data were heavily weighted on the same handful of teachers, instead of evenly spread across all eight participants.

Recommendations

Based on the qualitative data collected from the participants of the study, there are recommendations that DC Public Schools can use to support Black and Latinx teachers in order

to increase retention. There were no Latinx participants in this study, however the recommendations generally speak to the support of first-year teachers and the importance of diversity in the teacher workforce. The student investigator has recommendations for practitioners, policy makers, and researchers on ways to retain Black and Latinx teachers in the teacher workforce.

Practitioners

Black and Latinx teachers and school leaders in urban schools have the opportunity to advocate for themselves and their students when it comes to teacher retention. The student investigator recommends school leaders make retaining high quality well trained teachers a priority with the yearly school plans. Within the plan, these teachers will have extra mentorship and coaching to help with their struggles from classroom management to lesson planning.

Providing Black and Latinx teachers with mentors will give them extra support and instructional coaching throughout their tenure in teaching and will provide the teachers with extra feedback that will give them more confidence in managing classroom expectations, workloads and stress. More experienced teachers of the same background, whether they are in their same school building or not, can give them a perspective of someone who has had their same experiences and can help them with the struggles.

Policy Makers

Policy makers can create legislation in districts where district leaders will be obligated to have school staff that reflects that of the student population. School districts will be required have a staff demographic (teachers, counselors, social workers, etc.) that have similar cultural backgrounds and experiences working with the population of students.

Legislation can state school districts have a mandatory plan to recruit and retain Black and Latinx teachers in their districts. The school districts must outline the plans of recruitment and how they will maintain to keep the teacher demographic reflective of the student population. In the case that there is higher turnover of Black and Latinx teachers, the schools are to address how they will the replace those teachers and what practices and strategies they will implement to retain the newly hired teachers.

Researchers

Future research to be examined further includes how mental health of Black and Latinx teachers impact their performance and retention rates. The intervention indicated teachers who are not in the best mental health space cannot perform instruction the best for the students. The qualitative research could include how the Black and Latinx first-year teachers rate their mental that health and how their mental health impacts their effectiveness in the classroom.

More data to support the social-emotional support Black and Latinx teachers receive in schools would help this study. A quantitative data collection focusing on how teachers feel socially and emotionally supported during their first year and if they feel pressure of being a Black or Latinx teacher in an urban school. The data can be used to measure against school and districts that have lower retention of Black and Latinx teachers to see if there is a correlation between the lack of social-emotional support and retention.

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Appendix A

Consent Form for Participation in a Research Study

**The Johns Hopkins University
School of Education
Kristen Moore**

**Title: The Retention of Black and Latinx Teachers in Urban Schools – Washington, DC
and New York City**

Principal Investigator: Dr. Christine Eith

Date: April 6, 2015

Purpose of the Study:

The purpose of this research is to examine the ideas of Black and Latinx teachers, principals and deans of schools of education of the importance and impact of a diverse teacher workforce. The research will include candid interviews with the participants to see their perspectives on how the roles of Black and Latinx teachers impact the achievement of students of color. The study will focus on District of Columbia Public Schools as well as New York City Public Schools. The District of Columbia Public Schools has a teacher population that is more reflective of the students compared to the New York City Public Schools. From speaking with and interviewing the participants, I will have a better understanding to how these two districts have different approaches of recruiting and retaining Black and Latinx teachers and how Black and Latinx teachers in these districts experiences differ.

Your participation will involve answering interview questions relation to the recruitment and retention of Black and Latinx teachers.

There will be twenty participants this year:

7 Teachers

2 Principals

4 Professors Schools of Education

Procedures:

The teachers: These participants will be interviewed individually by phone or in-person. Some of the questions will open-ended and some will have direct answers. The in-person interviews will be recorded for conversation accuracy and notes will be taken on a laptop.

The principals: These participants will be interviewed in person and over the phone. The questions for the principals will be all open-ended as well as structured. They will be recorded and I will be taking notes.

The professors at the colleges of education: These participants will be interviewed in person. The questions for the professors will be all open-ended and structured. They will be recorded and I will be taking notes.

Some of the questions will lead in with data in order for the participants to have background information of certain statistics or previous research.

Time required: The individual interviews should take around one to two hours per interview depending on the length of the answers from the participants.

Risks and discomforts:

There are certain risks or discomforts associated with this research. They include questions in which the participant is not comfortable answering or some questions being offensive so some participants. If a participant feels offended or uncomfortable answering any of the questions, they are not obligated to answer the question.

Benefits:

The benefits of this study include a deeper understanding to why there is a lack of Black and Latinx teachers in urban schools, from the perspectives of Black and Latinx educators. Also, finding the importance to having a teaching population that reflects that of the students and how it can impact achievement of Black and Latinx students. From understanding from the educator's perspective, actions and solutions can address the problem.

Protection of confidentiality:

I will do everything we can to protect the privacy of the participant. Their identities will be anonymous in any publication resulting from this study. After all of the data from the interview is compiled, the data will be stored on my laptop and then take notes on the data and categorize the data that is collected.

Voluntary participation:

Your participation in this research study is voluntary and no compensation will be given. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

Contact information:

If you have any questions or concerns about this study or if any problems arise, please contact Kristen Moore at (202) 531-8806. If you have any questions or concerns about your rights as a research participant, please contact the Johns Hopkins University School of Education at 217.228.5432, ext. 3106.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature _____ Date: _____

Appendix B

Instructions

Kristen:

Thank you for agreeing to be interviewed for my research and data collection entitled: “The Recruitment and Retention of Black and Latinx Teacher’s in Urban Schools”. The purpose of this study is to receive insight from Black and Latinx educators on the reason why there are a lack of Black and Latinx teachers in urban schools and the importance of recruiting and retaining these teachers as it relates to student achievement. The variables in this study include: the achievement data by ethnicity of students in Washington, DC and New York City, the teacher and student demographics in both Washington, DC and New York City, and candid interviews with Black and Latinx teacher’s, principals and professors at colleges of education.

I would like you to answer all of the questions candidly and I will be taking notes as well as recording while you are speaking. Some of the questions will be open-ended and some of the questions will be in the form of statements in which the participants have to say whether they “agree”, “disagree” and “somewhat agree” with the statements. If you feel uncomfortable answering a question, I will skip the question.

The following questions are the interview questions for the teacher participants in Washington, DC and New York City.

Close-ended questions:

1. The demographic of the teachers reflect that of the students at your school.
Agree Somewhat Agree Disagree
2. It is important that the teacher demographics reflect that of the students.
Agree Somewhat Agree Disagree
3. Students of color learn the best from teachers of color.
Agree Somewhat Agree Disagree
4. The exposure to teachers of color impacts the academic achievement of students of color.
Agree Somewhat Agree Disagree
5. Many Black and Latinx college graduates do not see teaching as a suitable career.
Agree Somewhat Agree Disagree

Open-ended Questions:

1. According to the National Center for Education Statistics, currently the United States public school system is majority students of color students. Students of color represent

50.3% of the United States public school population and whites represent 49.7% of the United States public school population and only 12% percent of the teacher workforce in United States public schools is comprised of Black and Latinx teachers.

What do you think are three considering factors to why there are a lack of Black and Latinx teachers in urban schools?

2. Lyons & Chesly's research supported the idea that Black teachers can use their cultural and historical experiences in teaching as well as be mentors and surrogate parents for the Black students that White teachers cannot.
Do you think there are academic advantages that students of color can receive from being taught by Black and Latinx teachers?
Yes – Explain
No – Explain
3. In some cases, Black and Latinx students see teaching as a “white” career because they do not see a reflection of themselves as leaders in the classroom setting.
How do you think students of color view Black and Latinx teachers?
4. Ladson-Billing's research mentioned that teachers that have a connection in which they community they teach and can make racial and cultural connections with their students. Black and Latinx teachers can develop culturally relevant pedagogy and use historical knowledge that they themselves can relate to and impart on their students.
How do you make your lessons most culturally relevant as a teacher of color?
5. Black and Latinx teachers in urban schools are not only academic instructors to students of color but mentors and advocates of the students. In particular with many Latinx students. Latinx teachers have the opportunities to engage with the families on a more organic level, especially with the language barriers that some Latinx families face in some schools systems.
Do you think you have built deep and meaningful relationships with students because of shared looks or background?
Yes- Explain
No – Explain
6. There have been programs and partnerships that have researched the problem behind the lack of Black and Latinx teachers in urban schools and what can be done to address the problem.
How should districts make more of an effort to recruit Black and Latinx teachers to urban schools?
7. According to Ingersoll & May's, 64% of Black and Latinx teachers left the field because of job dissatisfaction compared to 48% if their white counterparts
Why do you think Black and Latinx teachers leave teaching at a higher rate compared to White teachers?

8. Research has shown that students that have teachers that reflect themselves have advocates and mentors within schools and as a result are more likely to be academically successful.
In what ways do Black and Latinx teachers support students of color in and outside of the classroom?
9. As a teacher of color, how do you feel more of a responsibility to teach students that look like you?
Yes- Explain
No – Explain
10. How do you think Black and Latinx teachers could be better supported within school districts to increase retention?

Questions for Principals

Close-ended Questions

1. The demographic of the teachers reflect that of the students at your school.
Agree Somewhat Agree Disagree
2. It is important that the teacher demographics reflect that of the students in K-12 settings.
Agree Somewhat Agree Disagree
3. Having a racially, culturally, and linguistically diverse teaching force is important in a school.
Agree Somewhat Agree Disagree
4. Students having role models inside and outside of the classroom is significant to their academic success.
Agree Somewhat Agree Disagree
5. This district makes an effort to have a teacher staff in schools that reflects that of the students?
Agree Somewhat Agree Disagree

Open-ended questions

1. Chowdhury, Johnson, Roy, Smith, Wilks, & Domanico's research states that in the District of Columbia Public School system (DCPS) 59% of the teachers are minorities and 91% of the students are minorities (Boser, 2014). In New York City Public Schools (NYCPS) 33% of the teachers are minorities and 69% of the students are minorities. Specifically, NYCPS has a Latinx student population of 40% and only 14% of the teachers are Latinx.

Do you think your school district places importance on hiring a teacher workforce that reflects that of the students?

Yes – Explain

No – Explain

2. What are three characteristics that you look for when hiring a teacher? Explain.
3. Ruscitti's research states that Black and Latinx students are more academically successful and have more self-efficacy when taught by teachers that look like them. From your experiences, how have teachers of color made significant impacts on the academic success of students of color?
4. What do you think are three considering factors to why there are a lack of Black and Latinx teachers in urban schools?
5. Do you think Black and Latinx teachers are treated differently from students than white teachers at your school?

Yes – Explain

No – Explain

6. How can principals at urban schools make more of an effort to recruit teachers that reflect the student demographic?
7. As a result of school integration, Black teachers were displaced, which is one reason why the teaching profession in increasingly white and as a result, Black student achievement suffered. Do you think one of the causing factors of the achievement gap between Black and Latinx students and White students in a result of the lack of Black and Latinx teachers?

Yes – Explain

No – Explain

8. What do you think are contributing factors of the reasons why Black and Latinx teachers leaving the field at a higher rate compared to White teachers?
9. How do you think support for a Black and Latinx teachers differ from support for White teachers?

Questions for the Deans at Schools of Education

Close-ended questions:

1. It is important that the teacher demographics reflect that of the students in K-12 settings.

- | | Agree | Somewhat Agree | Disagree |
|--|-------|----------------|----------|
| 2. This district makes an effort to have a teacher staff in schools that reflects that of the students? | Agree | Somewhat Agree | Disagree |
| 3. It is up to the teacher colleges to prepare aspiring teachers for teacher certification examinations. | Agree | Somewhat Agree | Disagree |
| 4. Your school of education makes an effort to admit students from different cultural backgrounds that reflect the United States public school population? | Agree | Somewhat Agree | Disagree |
| 5. Surrounding districts make an effort to recruit diverse backgrounds of teachers to work within their schools? | Agree | Somewhat Agree | Disagree |

Open-ended questions

1. According to the National Center for Education Statistics, currently the United States public school system is majority students of color students. Students of color represent 50.3% of the United States public school population and whites represent 49.7% of the United States public school population and only 12% percent of the teacher workforce in United States public schools is comprised of Black and Latinx teachers.
2. What do you think are three contributing factors to the lack of Black and Latinx teachers in urban schools?
3. What roles to schools of education play in the creating a strong teacher workforce in urban cities?
4. How do you think schools of education can better prepare Black and Latinx students to pass teacher certification exams?
5. Ruscitti's research supported the idea that Black and Latinx teachers that were highly qualified positively impacted students of color achievement and self-efficacy. Teacher's prior knowledge of the racial achievement gap is important for teachers to know in order to improve and bridge the gap between students of color and their white counterparts. Do you think there is a correlation between academic achievement of students of color with the exposure of Black and Latinx teachers to these students?

Yes – Explain
No – Explain

6. There have been programs and partnerships that have researched the problem behind the lack of Black and Latinx teachers in urban schools and what can be done to address the problem. The Academy of Teacher Excellence recruits more Latinx teachers to teach in urban schools and Central Washington University and Renton School District have a partnership where high school students are introduced to teacher before college in order to encourage a more diverse teacher workforce.

Do you think it is imperative for school districts and schools of education in order to increase teacher diversity?

Yes – Explain

No – Explain

Appendix C

Pre-Survey Questions

A contributing factor to the lack of Black and Latinx teacher retention is the lack of instructional support?

1

2

3

4

5

As a first-year teacher, I presume to have struggles with classroom management.

1

2

3

4

5

I feel as if am prepared in classroom management practices.

1

2

3

4

5

I feel confident in going into my first year of teaching.

1

2

3

4

5

I am planning on staying in the field of teaching for 3 or more years.

1

2

3

4

5

Appendix D

Post-Survey Questions

This intervention was supportive throughout the first half of my first year of teaching.

1	2	3	4	5
---	---	---	---	---

The classroom management techniques were conducive to improving my classroom management skills.

1	2	3	4	5
---	---	---	---	---

Your self-efficacy as a teacher is different as a result of the journal entries and reflections.

1	2	3	4	5
---	---	---	---	---

Coaching support and self-reflection impacts how I view staying in the teaching field for more than 2 years.

1	2	3	4	5
---	---	---	---	---

I have more self-efficacy and confidence with classroom management and instruction as a result of this intervention.

1	2	3	4	5
---	---	---	---	---

Appendix E

Rubric for Classroom Management Observations

Name of Participant: _____

	Observed by Student Investigator	Comments	Feedback
Positive Classroom Environment			
Implementing Behavior Management			
Usage of Choral and/or Response cards			
Students engaged in classroom activities			

Appendix F

Journal Prompts

What are your concerns as you begin this semester's experience?

What do you think of the classes you will teach?

How did you feel after your first teaching experience? Discuss at least one thing that seemed effective.

How did your first FULL lesson go? Were you nervous? Did that feeling change as the lesson progressed? Why or why not?

What are your LONG term GOALS for the classes you are teaching?

What do you hope the students will have learned/accomplished at the end of 4 weeks...6 weeks....a quarter?

List the great things from today's lessons, and at least two things you want to improve.

Biographical Statement

Kristen is a Doctor of Education candidate at Johns Hopkins University with a concentration in Entrepreneurial Leadership in Education. She received her bachelor's degree in Afro-American and Education from Howard University and her Master of Arts in Teaching from Howard University. Kristen Moore works in District of Columbia Public Schools Central Office on the Student Empowerment and Equity Programs team where she works with schools on programs empowering students of color and training teachers and school leaders on implicit biases and equity practices.